



Leadership of Female School Principals Based on School Culture at State Elementary School 2 Batu Beduk

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Abstract

This research aims to describe the leadership of female principals based on school culture at SD Negeri 2 Batu Beduk, describe the leadership strategies of female principals based on school culture at SD Negeri 2 Batu Beduk, and describe the obstacles to the leadership of female principals based on school culture at SD Negeri 2 Batu Beduk, which is the sub-focus of this research is leadership, leadership strategies, and barriers to leadership of female school principals based on school culture at SD Negeri 2 Batu Beduk. The method used in this research is a case study with a qualitative approach. Data collection through observation, interviews, and documentation with data reduction analysis, data display, conclusions, and data verification. The validity of the data is tested by credibility, transferability, dependability, and confirmability. The results of this research show that: 1) the leadership of female principals based on school culture at SD Negeri 2 Batu Beduk is democratic leadership, situational leadership, and participatory leadership. Meanwhile, the school's principles are religion, integrity, cooperation, and independence. 2) the leadership strategy of female principals based on school culture at SD Negeri 2 Batu Beduk is leading by example, motivate, enforce rules and respect. 3) the obstacles to the leadership of female principals based on school culture at SD Negeri 2 Batu Beduk are insignificant because the leadership of the principal is following the school culture.

Keywords: *Leadership; Female Principal; School Culture*

Introduction

Success in the world of education depends greatly on leadership. Because in essence, the use of good and professional management will of course produce good quality education. Leadership in educational management is not limited by a gender perspective which must be dominated by men, but women also have the same opportunity and opportunity to take leadership roles in educational management.

However, in practice, despite its dominance in terms of numbers, it is very clear that the role of women in leadership in various fields is still marginalized by the domination of men's roles. In general, Indonesian society still adheres to a strong patriarchal culture, including on the island of Lombok, resulting in the dominance of men in important positions in all fields. As a result, women are often doubted about their existence if given the task of being a leader (Katriana, 2014).

Many people have the view that women are unable to complete difficult tasks, making it difficult for women leaders to achieve leadership positions. Some of the inhibitory criteria are: 1) Pregnancy, childbirth, and breastfeeding; 2) Said to be a creature that always has to care for, comfort, and accompany men; 3) Considered a passive, helpless creature, always accepting all circumstances, very dependent on men, and tends to be emotional; 4) It is said to be only suitable for carrying out household duties; and 5) Lack of representation of women in history. (Wulandari,dkk, 2018).

Likewise, in the world of education, Celikten (Wulandari, 2018) states that women are a minority in management in the field. education, especially in developing countries that are already quite advanced. in its construction. Opinions from other experts also support the assumption that women are more suited to being at home, according to their nature, namely taking care of the needs of their husbands and children. There is still the assumption that women prioritize feelings rather than rationality so that women are considered more suitable to stay at home while men are more suitable and more appropriate to work outside the home, in rational and hard work fields such as the political field. Rasdiyana (Hamka, 2013).

According to observations in Central Lombok Regency, to be precise, West Praya Cluster IX consists of 5 elementary schools/equivalent. However, of all the existing elementary/equivalent schools, only SDN 2 Batu Beduk is led by a female principal (Central Lombok Education Department, 2023). This school has more than one hundred and fifty students with excellent achievements and can compete with leading schools in Central Lombok. This is reflected in school education report cards which directly correlate with school achievement, where student achievement and learning effectiveness are a reflection of the school's efforts and commitment to providing quality education.

Even though the annual budget available for madrasahs is quite minimal, the madrasah activities and agenda can still be carried out optimally. Therefore, this madrasah has adopted an integrated approach in budget planning, implementation, and evaluation to ensure the smoothness and success of all activities in more detail and structure. In the last two years, the involvement and support of the madrasah committee and community trust have been proven, as seen by the increase in the number of registrants. In the 2021/2022 academic year, madrasahs can accommodate more than 300 students, while in the 2023/2024 academic year, madrasahs can accommodate more than 400 students. Although the quality of education does not only depend on the funding budget, adequate funding remains an important factor needed to create quality education that can be accessed by all levels of society.

From this description, researchers have an interest in researching "Leadership of Female School Principals Based on School Culture at SD Negeri 2 Batu Beduk". It is hoped that this research can describe the leadership, leadership strategies, and leadership barriers of female principals based on school culture.

Research Method

This research uses a qualitative approach and provides descriptive data in written form using the case study method. This approach allows researchers to understand in depth the leadership, leadership strategies, and leadership barriers of female school principals based on school culture at SD Negeri 2 Batu Beduk and see it from the perspective of the research subjects. This research was conducted using primary data obtained from interviews and observations with school principals, and school committee teachers and supported by secondary data from school documents that are relevant to the problem focus. Data analysis through the stages of data collection, data reduction, data presentation, and data reduction. Meanwhile, to check the validity of the data, the techniques of credibility, transferability, dependability, and confirmability are used.

Results and Discussion

After the data is presented and the results in the findings, this section will describe the research findings. Each finding will be discussed concerning the appropriate theories and opinions of experts, to truly make each finding worthy of discussion. The discussion of these findings refers to the focus of the research, namely 1) leadership of female principals based on school culture at SD Negeri 2 Batu Beduk, 2) leadership strategies of female principals based on school culture at SD Negeri 2 Batu Beduk, 3) barriers to leadership of female school principals based on culture school at SD Negeri 2 Batu Beduk.

A. The Leadership of the Female Principal Based on School Culture at SD Negeri 2 Batu Beduk

The results of research at SD Negeri 2 Batu Beduk show that female principals use various styles, namely a democratic leadership style where a female leader always involves teachers, staff and sometimes even involves students in making rules or policies and also solving problems, so that this results in coordination. Secondly, with the situational leadership style approach, Mrs. Hajah Siti uses this style when in certain situations or conditions, sometimes she also acts authoritarian.

The third is the participatory style where Mrs. Hajah always participates in activities that have been scheduled in organizations and school institutions. Ibu Lilik also provides opportunities for her subordinates to always actively contribute to the activities carried out.

Based on the findings above, it is supported by the theory put forward by M. Ngalim Purwanto in the book *Educational Administration and Supervision* that democratic leadership is leadership not as a dictator, but as a leader among the members of the group. The relationship with group members is not as an employer to their workers, but as an older brother among fellow workers, or as an older brother to his siblings. Democratic leaders always try to stimulate their members to work cooperatively to achieve common goals. In his actions and efforts, he is always based on the interests and needs of his group and considers the abilities and capabilities of his group. Apart from the styles described above, there is a style that is often practiced by a leader, namely the situational style, supported by the theory put forward by Deddy Mulyadi & Viethzal Rivai in the book *Leadership and Organizational Behavior* that the situational leadership style is an approach to leadership which states that all leadership depending on the circumstances or situation. Furthermore, the school principal uses a participative leadership style which is supported by Edy Sutrisno's theory in the book *Participatory Human Resource Management* is a leadership style that provides opportunities for subordinates to actively participate both in planning, spiritually, physically, and materially in their work within the institution or company.

Apart from the style described above, there is also a female leadership style used by Mrs. Hajah Siti, namely a masculine leadership style where the principal is disciplined, wise, firm, and able to create a comfortable school environment. The feminine leadership style here is that female school principals always move their subordinates with democracy, such as when the principal wants to make policies or rules, the principal always coordinates first with his staff and then holds a kind of teachers' council meeting, or staff meeting to discuss with other teachers. And finally, the transformational leadership style where the school principal has very good innovation so that this innovation brings the school to progress and development.

Based on the findings above, it is supported by the theory put forward by Melyn Rosintan and Roy Setiawan in the book *Analysis of Women's Leadership Styles*, masculine leadership style is leadership that has power over nuance, which means the leadership style emphasizes power to lead its subordinates. The masculine leadership style has two prominent dimensions, namely: a) Assertive (firmness) is the quality of being self-confident and self-confident without being aggressive. b) Task-oriented Leaders who are task-oriented will be more focused on finding steps to achieve certain goals. The feminine leadership style is a form of active leadership. This kind of leadership is a process where the leader is a manager for other people, the person responsible for activities (steward), or the carrier of

experience (carrier of experience). Feminine leadership consists of three elements, namely: a) Charismatic or value-based. Female leaders may demonstrate transformational leadership attributes. b) Team-oriented Female leaders act more democratically and collaboratively than male leaders. c) Self-protective Female leaders have more orientation based on relationships and low levels of selfishness in organizations based on relationships and low levels of selfishness in organizations. Lastly, the transformational leadership style means leadership that aims for change. The change in question is assumed to be a change for the better. Transformational leadership consists of four elements: a) Charisma (idealized influence). The boss or leader is an ideal figure who can serve as a role model for employees, is trusted, respected, and can make the best decisions for the interests of the company. b) Intellectual Stimulation Leaders can foster creativity and innovation among their employees by developing critical thinking and problem-solving to move the company in a better direction. c) Individualized consideration. Leaders can act as trainers and advisors for their employees. d) Inspirational motivation, leaders can motivate all employees to be committed to the company vision and support team spirit in achieving company goals.

Culture is all values, thoughts, and symbols that influence the behavior, attitudes, beliefs, and habits of a person and society. Initially, the leader of an Islamic educational institution must have a certain vision, mission, and goals given to each element of the educational institution. A leader sets an example, then his subordinates follow. Ultimately, these habits will become culture if everyone, both leaders and subordinates, puts them into practice.

The results of research at SD Negeri 2 Batu Beduk show that the values developed in organizational culture are:

1. Religious where students' attitudes and behavior are formed, namely:
 - a. Students pray every time they start and end a lesson.
 - b. Students carry out imtaq activities every Friday.
 - c. Students care socially for their friends who experience disaster by providing assistance.
2. Integrity where behavior and actions are in accordance with what is said, namely:
 - a. Students carry out polite greeting activities.
 - b. Students wear uniforms according to school regulations.
3. Independent where a student is trained to be independent by taking part in extra activities according to their interests, namely:
 - a. Students do literacy every morning.
 - b. Students take part in extra scout activities.
 - c. Students take part in extra hadrah activities.
 - d. Students take part in extra Marching band activities.
 - e. Students take part in extra karate activities.
4. Mutual cooperation where students are taught an attitude of awareness and concern for the environment around them, namely:
 - a. Students clean the classroom every day according to their class picket schedule.
 - b. Students take part in clean Friday activities.

Based on the findings above, it is supported by the theory put forward by Larry Lashway in the book *Ethical Leadership*, namely that the values developed in schools, of course, cannot be separated from the existence of the school itself as an educational organization, having a role and function to try to develop, preserve and pass on cultural values to students. In this case, Larry Lashway stated that "schools are moral institutions, designed to promote social norms,..."

The values that may be developed in school are of course very diverse. If we refer to Spranger's thoughts as presented by Suryabrata in the book *Personality Psychology*, then there are at least six types of values that should be developed in schools.

Based on the theory above, the school cultural values developed at SD Negeri 2 Batu Beduk can be grouped into religious culture, which is included in religious values, then the culture of integrity is included in social values, the culture of independence is included in the value of science, and the culture of mutual cooperation is included in social values.

B. Leadership Strategy for Female Principals Based on School Culture at SD Negeri 2 Batu Beduk

According to Sondang P. Siagian in his book entitled *Strategic Management*, Strategy is a series of fundamental decisions and actions made by top management and implemented by all levels within an organization to achieve organizational goals. Some experts use the term leadership strategy. The point is the choice of the principal's thoughts and behavior in influencing the staff, the role of teachers, personnel, and school students. Currently, principals have at least three broad strategies, namely: hierarchical, transformational, and facilitative. Each strategy has important advantages and limitations.

1) Hierarchical Strategy

Hierarchical strategy provides a broad, widely accepted way of managing an organization, delivering on the promise of efficiency, control, and planned routines. However, hierarchical strategies tend to inhibit creativity and commitment, returning school-employee relationships to a strict order.

2) Transformational Strategy

Transformational strategies can motivate and inform members. Especially when the organization faces and carries out major changes. They provide a sense of purpose and meaning that leaders can unite their personnel in a common action for progress. On the other hand, transformational strategies are difficult, because from the start they require the development of intellectual skills

3) Facilitative Strategy

Facilitative strategy is a behavior that uses the school's collective abilities to adapt, solve problems, and improve performance. The actions of madrasa heads who use facilitative strategies when they handle resource constraints, build work teams, provide feedback, coordinate, conflict management, create communication networks, implement political cooperation, and serve as a model in the madrasa vision. Facilitative strategies create a new leadership role to make it easier for employees to carry out their work, especially through good cooperative relationships. Facilitative takes time to achieve administrative job satisfaction and creates existing resources.

The results of research at SD Negeri 2 Batu Beduk show that the leadership strategy of female principals in developing school culture is using hiraiki strategies and transformational strategies where the principal provides motivation and information to teachers, students, and education staff. An exemplary strategy is a method or path that a person takes in the learning process through actions or behavior that is worthy of imitation (modeling) which is carried out in direct practice and will provide effective and maximum results by:

1. Internal modeling. An internal exemplary strategy is carried out by providing examples of the learning process or programs in the school. For the internalization of moral values in this institution, some are carried out every day and some are carried out on certain days.
2. External modeling is carried out by providing good examples from figures that can be emulated.

So, the leadership strategy of the female principal based on school culture at SD Negeri 2 Batu Beduk also uses an exemplary strategy where the principal provides an example to her students, teachers, and teaching staff. And also, by socializing school culture, creating programs, and implementing them.

Conclusion

Based on the research findings and discussion, several important conclusions can be drawn regarding the leadership of female school principals based on school culture at SD Negeri 2 Batu Beduk as follows:

1. The leadership of female school principals based on school culture at SD Negeri 2 Batu Beduk is democratic leadership, situational leadership, and participatory leadership. Meanwhile, the culture developed at SD Negeri 2 Batu Beduk is religious, integrity, mutual cooperation, and independence.
2. The leadership strategy of female principals based on school culture at SD Negeri 2 Batu Beduk is to socialize school culture through example, motivation, enforcement of rules, and appreciation.
3. Obstacles in the leadership of female school principals based on school culture at SD Negeri 2 Batu Beduk are insignificant obstacles because the leadership implemented by the principal follows the school culture, namely religion, integrity, independence, and mutual cooperation.

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